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ABSTRACT

This booklet on nutrition for grades 4-6 contains classroom activities as well as recipes for easily prepared nutritious dishes, e.g., applesauce, cookies, bread. Information is provided on the nutritional values of items in the basic food groups, and activity sheets are included. (JD)

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WHAT'S COOKING FOR KIDS?

EMPIRE FARM PROGRAM GUIDE

TENNESSEE VALLEY AUTHORITY
LAND BETWEEN THE LAKES.

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The activities in this booklet have been compiled to assist teachers in developing an effective curriculum in the area of nutrition. The activities are varied in nature and include cooking activities, noncooking preparation of nutritious snacks, activity sheets concerning nutrition, and craft ideas relating to foods.

For more information on educational opportunities in TVA's Land Between The Lakes or to schedule a group program at Empire Farm, contact:

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July 1985

Unit Title: What's Cooking For Kids?
Subject: Food
Level: Grades 4-6

Program Purpose

Young people should become more conscious of good nutrition and learn to eat as well as prepare simple recipes for healthy foods.

Specific Objectives

To help students learn which foods are more nutritious.

To encourage preferences for eating nutritious foods, especially snacks.

To promote an energy-conscious attitude toward eating less refined and highly processed foods and more natural, wholesome foods.

To strengthen students' awareness of the good foods by becoming involved in craft activities relating to foods.

Activity Titles

I. WHERE DOES OUR FOOD COME FROM?
II. WHAT FOODS SHOULD WE EAT?
III. THE BAD GUYS - FAT, SALT, SUGAR
IV. THE GOOD GUYS - WHOLE GRAINS
V. ANOTHER GOOD GUY - THE PEANUT
VI. BUNCHES OF GOOD GUYS - SEEDS, NUTS, FRUITS, AND VEGETABLES
APPENDIX
REFERENCES

Note to Teachers:

The unit contains many activities suggested for classroom use. Empire Farm staff will conduct the following hands-on activities as outlined in the various sections of the unit at Empire Farm. Estimated times are listed for each program. To request these activities, teachers must schedule at least two weeks in advance and allot the proper amount of time for their visit.

Section IV.
2. Comparison of Whole Grain and White Breads (30 min)
3. Baking Whole Wheat Bread (2 hrs)
4. Baking Muffins (1½ hrs)

Section V.
2. Making Peanut Butter (45 min)

Section VI.
3. Making Apple Butter Leather (1 hr)

Many recipe ideas are included in each section. Use for classroom recipe booklet and add other favorites to the list.

I. WHERE DOES OUR FOOD COME FROM?

Objective

The students will determine the source of some common foods in their diet as to plant or animal in nature.

Materials

Activity Sheet I

Activity

1. Discuss the importance of man's dependence upon both plants and animals for sources of food. Stress the fact that many of our foods have their origins in plants and animals and are changed when processed.

2. Ask students to write the name of the food on the line beside the correct plant or animal source. Discuss the results to strengthen their understanding of the source of some of the most common items in their diets. (Activity Sheet I)

Activity Sheet I: Where Does Our Food Come From--Plant or Animal?

Catsup	Hamburger
French fries	Raisins
Peanut butter	Grape jelly
Spaghetti	Rice Crispies
Corn Flakes	Crackers
Cheese	Marshmallows
Popcorn	Applesauce
Bologna	Jello
Chili	Pickles
Ice cream	Butter
Pork chops	Fish sticks
Bacon	Cornbread
Oatmeal	Beef steaks
Ham	Turkey drumstick
Macaroni	Sausage
Candy bar	Milk
Bread	Eggs
Pizza	

Food Sources

Animals	Plants	
cows	apple tree	sugar cane
pigs	dried beans	corn
chickens	cocoa tree	popcorn plant
fish	potato	grape vines
goats	peanuts	rice
turkeys	oats	wheat
	cucumbers	tomatoes
	sugar beets	

II. WHAT FOODS SHOULD WE EAT?

Objective

The student will understand that the "Four Food Groups" is a general classification for selecting our daily foods and will be able to choose the more nutritious form of some foods from each category.

Materials

Activity Sheet II

Activity

1. Discuss the four main food groups with the students:

Meat, Fish, Poultry	two servings daily
Grains, Beans, Nuts	four servings daily
Fruits, Vegetables	four servings daily
Milk, Dairy Products	three servings daily

   Emphasize that even though we should eat foods from all four groups each day, it is very important even as a young person to recognize that the form of the food is important to good health. (A discussion of nutrients would be helpful at this point but is not included in this unit.) Ask students which form of a food is best--raw or cooked? What does the cooking process do to many foods? Discuss loss of nutrients in most forms of processing and preserving foods. Encourage a choice of eating raw or simply cooked foods. Discuss addition of high amounts of salt and sugar to many processed commercial food products such as canned foods, cereals, and bakery goods. Point out the high fat content in many foods which are in the meat, fish, and poultry group, and the milk and dairy products group. Stress that choosing to eat more low-fat content foods and less of those high in fat content is an example of establishing a good nutritional habit which can help to prevent overweight and poor health in later years.

2. Do Activity Sheet II with the class to strengthen their concept of the foods group as well as the choice of the healthier form of a food to eat. Ask students to place each item in the foods list under the correct category in the four foods group chart. Then from their understanding of raw versus cooked, salted versus unsalted, sweetened versus unsweetened, and low versus high fat content, direct students to select the healthiest or least healthy food item in the list according to the directions on the activity sheet. The food items in the milk and dairy products group should be separated into high, medium, and low fat categories, according to the concept that the selection of low fat items is "best" in terms of consuming less fat in the diet.

Activity Sheet II: Foods List

Cheddar cheese	Unsalted nuts	Ground beef
Orange juice	Butter	Bananas
Ice milk	Granola	Cream
Bacon	Liver	Applesauce
Ice cream	Baked potato	Pinto beans
Whole eggs	Buttermilk	Cream of Wheat
Pea soup	Spareribs	2% Milk
Oatmeal	Sugar-coated cereal	Lowfat cottage cheese
Peanut butter	Sausage	Carrot sticks
Whole milk	Skim milk	Broccoli
Fried chicken	Watermelon	Regular cottage cheese
Hot dog	Olives	Baked fish

Activity Sheet II: Four Foods Group Chart

DIRECTIONS: Place each item from the Foods List in the correct column in this chart. Separate the items in the Milk and Dairy Products Group according to their fat content.

POULTRY, MEAT AND FISH GROUP	BEANS, GRAINS AND NUTS GROUP	FRUITS AND VEGETABLES GROUP	MILK AND DAIRY PRODUCTS GROUP
Underline the healthiest item in this group.	Underline the least healthy item in this group.	Underline the least healthy item in this group.	Circle the group of items in this section that are the healthiest to eat regularly throughout your lifetime. High Fat Content Medium Fat Content Low Fat Content

Answers To Activity Sheet II

Meat, Fish, Poultry Group: hot dog, sausage, spareribs, ground beef, fried chicken, bacon, liver, and baked fish

Fruits and Vegetables Group: applesauce, broccoli, orange juice, carrot sticks, watermelon, bananas, baked potato, olives

Beans, Grains, Nuts Group: pinto beans, oatmeal, Cream of Wheat, pea soup, peanut butter, granola, unsalted nuts, sugar-coated cereal

Milk and Dairy Products Group:

High Fat (Good) - cheddar cheese, ice cream, whole milk, whole eggs, butter, cream

Medium Fat (Better) - ice milk, 2% milk, regular cottage cheese

Low Fat (Best) - buttermilk, lowfat cottage cheese, skim milk

III. THE BAD GUYS - FAT, SUGAR, SALT

Objective

The students will identify foods which should be eaten less often because of high salt, fat, or sugar content.

Materials

Activity Sheet III

Activity

1. Discuss the claimed connection between eating large amounts of sugar, salt, and fat in our diets and the high degree of heart disease, high blood pressure, and overweight conditions in our society.

2. Do Activity Sheet III by asking students to: a) place an "x" by those foods which should be eaten less often, even at an early age; and b) write "fat," "salt," or "sugar" beside their choice as the reason why the amount of this food should be restricted in their diets. Discuss their answers. (There are eleven foods to be chosen.)

Activity Sheet III

Find the Foods that Contain the "Bad Guys"

Butter
Beans
Oatmeal
Nuts
Pickles
Potatoes
Potato Chips
Skim Milk
Chicken (baked)
Ice Cream
Fruit Juice
French Fries
Rice
Eggs (whole)
Bacon
Tuna
Soda Pop
Shrimp
Hot Dogs
Liver
Graham Crackers
Sherbet
Chocolate

Answers To Activity Sheet III

Butter (fat)
Pickles (salt)
Potato Chips (salt)
Ice Cream (sugar, fat)
French Fries (fat)
Whole Eggs (fat)
Bacon (fat)
Soda Pop (sugar)
Hot Dogs (fat)
Liver (fat)
Chocolate (sugar)

IV. THE GOOD GUYS - WHOLE GRAINS

Objective

The students will learn to recognize and prepare whole grain foods as an important item in their diet.

Materials

Activity Sheet IV
Ingredients listed in recipes used in this section.
Materials listed for craft ideas used in this section.

Activity

1. Give brief introduction to the concept of grain as an important source of vitamins and minerals. If possible, display pictures of some of the common grains such as wheat, oats, corn, barley, rice, and rye with pictures of their food counterparts, such as noodles, breads, cereals, etc.

2. Discuss nutritional value of whole grain foods as compared to enriched foods. Various references will generally agree on the basic idea of the loss of nutrients by taking them out and replacing portions of them in the milling process. Labeling of whole grain foods must use word "whole" in the product information. Color does not indicate use of whole grain flour. Use two loaves of bread as examples of differences in type of flour and variation of nutritional levels. Lecture--demonstration available to groups (30 minutes).

3. Bake whole wheat bread as a group activity. Because of the length of time needed for bread to rise, the activity will be conducted in the following manner. The group will prepare the dough and let rise. The refrigerated dough, prepared previously, will be used for baking. Refrigerate new dough for future use. This activity is available as a program with a minimum duration of two hours. See Appendix A for further information for class discussion.

Whole Wheat Bread

2 pks active dry yeast*
1/2 cup very warm water (110° to 115°)
1 cup warm water + 1/3 cup powdered milk
1 tbsp sugar
1/4 cup molasses
1 tbsp soft shortening or oil
2 cups unbleached flour
3 cups whole wheat flour
2 tsp salt

In mixing bowl, dissolve yeast in very warm water. Blend in milk, sugar, salt, and molasses. Mix in shortening (oil) and flour with spoon. Mix in whole wheat flour with spoon. Add

unbleached flour and mix by hand. Turn onto lightly floured board; knead 5-10 minutes. Shape into a ball and place in greased bowl; turn dough greased side up. Cover, let rise in a warm place until double, about 40-50 minutes. Punch down and shape to fit pans. Let rise again until almost double, about 1 hour. Bake 30 to 35 minutes in 400° oven. Makes 2 loaves.

*Note: A temperature of 75-85° F is ideal for bread to rise. For refrigerated dough, yeast should be doubled. This material was borrowed from the Energy, Food, and You curriculum guide, a program of the Washington State Offices of Environmental Education (N.W. Section) and Health Education.

4. For shorter program activity to illustrate use of natural ingredients and whole grain baking without yeast, make Sunflower Seed Muffins. (Available as 1 1/2-hour program.)

Sunflower Seed Muffins

3/4 cup whole wheat flour
3/4 cup sunflower seed meal (grind sunflower seeds in blender)
1/4 tsp salt
2 egg yolks
2 tbsp molasses or honey
3/4 cup milk
3/4 cup raisins
2 egg whites, well beaten
1 tbsp oil

Preheat oven to 375° F. Combine flour, sunflower seed meal, and salt. Beat egg yolks; add oil, molasses or honey, milk, and raisins. Combine wet and dry mixtures. Fold in beaten egg whites. Bake in oiled muffin tin in preheated oven for 25 minutes. This recipe was obtained from Rodale's Naturally Great Foods Cookbook by Nancy Albright (Emmaus, PA: Rodale Press, 1977).

5. One additional activity involving whole wheat baking is homemade crackers, which can be simple or varied in many ways with added ingredients. As a group activity, make crackers as follows:

Crackers

1 cup whole wheat or unbleached flour
1/4 tsp salt
2 tbsp softened butter or margarine
1/8 tsp baking soda
water (cold)

Preheat oven to 350° F. Sift dry ingredients; add margarine and work in with your fingers. Add just enough water to make a dough that's not too sticky. If dough is too sticky, add a little more flour. Place dough on lightly floured surface and knead until it has the texture of an earlobe. Roll dough as thin as possible with rolling pin. Cut into 2" squares and

place on greased cookie sheet. Bake until crisp and brown. Dough may be flavored with honey, cinnamon, garlic or onion powder, grated cheese, or sesame seeds. This recipe was obtained from The Natural Snack Cookbook by Jill Pinkwater (New York: Four Winds Press, 1975).

6. As supplementary material, give the group opportunity to memorize and/or chant the "Good Grains Rhyme":

Good Grains Rhyme

Barley, oats, rice, and wheat
All are healthy foods to eat-
Eat them when you can-
There's fiber in their bran.
Energy is their game
Iron and vitamins, too.
Whole grain is their name
Better brown than white
For a stronger, healthier you.
Cereals and bread,
Pancakes and spaghetti,
Cornbread and oatmeal,
Crackers, and noodles, too.
All are grains good to eat
Whole grains make your diet complete.
So eat good grains every day
And stay healthier in every way.

7. Students may want to do the following puzzle as enrichment (Activity Sheet IV):

Activity Sheet IV

Good Grains Puzzle

Directions: Find all the listed words in the puzzle. Look closely as words may be found in all directions, including backwards and diagonally.

T	E	Y	R	W	K	Q	B	V	D
N	S	L	V	H	W	T	A	I	A
E	F	A	C	E	C	I	R	T	E
I	I	E	O	A	T	S	L	A	R
R	B	R	R	T	J	J	E	M	B
T	E	E	N	E	R	G	Y	I	X
U	R	C	U	J	P	L	A	N	T
N	U	T	S	N	I	A	R	G	Z

Bread
Plant
Cereal
Grains
Fiber

Oats
Nuts
Sun
Rice
Corn

Wheat
Barley
Vitamin
Nutrient
Toast

Craft Idea:

Bread Dough Beads

Following are two recipes for dough to make beads (not to be eaten).

1. 4 tbsp table salt
   6 tbsp flour
   3 tbsp water

   Make a paste with flour and water. Stir salt in a pan over low heat until it crackles. Mix into paste and knead until smooth. Pack in a jar and cover until ready to use. Roll between palms. Use stick for holes. Let dry; paint.

2. 1 cup salt
   3/4 cup water
   1/2 cup cornstarch

   Mix in double boiler. Cook, stirring constantly. When it stiffens, drop onto waxed paper; let cool. Knead and mold into beads. Mixture will dry very hard.

   (Large beads can be used for macrame projects.)

V. ANOTHER GOOD GUY - THE PEANUT

Objective

The students will discover a) the cost of some processed foods versus the food you can make from the raw product is higher; and b) additives such as salt and preservatives can be an unwanted part of processed foods.

Materials

1 pound peanuts roasted in shells
corn oil
food processor or blender
1 pound purchased peanut butter

Activity

1. Display peanuts and jar of purchased peanut butter. Discuss cost of each. Which is higher? Discuss ingredients in purchased peanut butter? Are there added ingredients such as salt?

2. As a group activity, make peanut butter from shelled peanuts.

   a. Remove husks from peanuts.

   b. Place 1-2 tablespoon corn oil in a processor with the peanuts.

   c. Blend until smooth.

   Sample peanut butter and discuss advantage of making a more natural food without cost of processing. Activity is available as a program of approximately 45 minutes.

Recipe Idea:

Peanut Butter Apple Rings

1 apple
2 tbsp peanut butter

Wash and remove core from apple. Leave peel on apple. Slice apple into rings and spread peanut butter between two rings for a snack.

Craft Idea:

Make a "peanut tree" to show that peanuts are in the pea family and not a "nut."

Use a shoe box for the root system. Hang real peanuts on the roots made of pipe cleaners. Put a real branch on top of the shoe box and make leaves out of construction paper.

VI. BUNCHES OF GOOD GUYS - SEEDS, NUTS, FRUITS, VEGETABLES

Objective

The students will learn more about other natural foods which are high in nutrition and fun to grow, prepare, and eat.

A. Seeds and Nuts

Objective

The students will learn ways to sprout seeds, and prepare seeds and nuts as a nutritious food.

Materials

Sunflower, pumpkin, sesame, and other edible seeds as available; jar; netting; newspaper; seeds for sprouting; rubber band; 3" flat; potting soil.

Activity

1. Discuss usefulness of seeds as an important source of vitamins and minerals. Seeds can be eaten raw, toasted, or sprouted. They can be eaten alone or as a nutritious ingredient in a recipe. Stress other uses of sunflower seeds as bird food and a source for cooking oil. Use sunflower seeds as an example of seeds easy to grow, or roasted sunflower seeds and compare the difference.

2. If desired, let students sprout sunflower seeds. (Alfalfa seeds may be sprouted instead, using a glass jar covered with netting.)

   Sunflower Sprouts

   3" flat with holes
   pebbles
   potting soil
   4 cups unhulled sunflower seeds

   For sprouting a 2 1/2-sq-ft area:

   a. Soak 4 cups unhulled sunflower seeds overnight.

   b. Scatter seeds one layer thick and press firmly into the soil.

   c. Sprinkle with water and cover with newspaper; water once a day through the newspaper.

d. When sprouts push up newspaper (2-4 days), remove paper and continue to water daily, picking off hulls as plants stand up.

e. When two leaves open, snip off sprout, rinse, and eat.

B. Fruits and Vegetables

Objective

The students will learn how to dry fruit, and to prepare fruits and vegetables as nutritious food.

Materials

Fresh and dried fruits and vegetables for display. Ingredients for recipes used in this section. Drying racks or food dehydrator.

Activity

1. Discuss fruits and vegetables as important sources of vitamins A and C. A good idea is to have a "tasting party" and introduce less familiar varieties of fruits and vegetables to students.

2. Use raisins as an example of a nutritious food which is actually a dried grape. Dehydration is a way of preserving food and retaining most nutrients (except vitamin C). Raisins have no cholesterol and are a good source of iron. Students may want to experiment with drying grapes. Split grapes into halves. Remove seeds. If dried whole, prick outer skins.

   Recipe Idea: Raisin Spread
   1/2 cup peanut butter
   1/2 cup chopped raisins
   2 tsp lemon juice
   1/3 cup milk
   Blend in a blender. Mix and spread on bread.

3. To experiment further with food dehydration, discuss fruit "leather" with the students. "Leather" is pureed fruit pulp dried in a thin layer and rolled up. Make Apple Butter Leather as follows:

Apple Butter Leather

Prepare one quart chopped apples by removing core. Place apple chunks and small amount of water in blender. Continue to add 1 quart apples until there is a consistency of applesauce. Add 1/2 cup chopped raisins. Add 2 tbsp cider vinegar or lemon juice and 2 tsp mixed spices (pumpkin pie spice, nutmeg, etc.) Add 1/4 cup honey (optional). Place plastic wrap (12" x 18" approx.) on tray--tack corners with masking tape. Spread apple puree evenly onto plastic. Approximate drying time--two days.

Apple leather is tasty with filling put between the layers. Unroll leather and add cream cheese or some other filling. Roll up and slice crosswise for a real treat!

Other fruits can be used for "leathers" as well. Bananas are very good to use because you can use overripe bananas and no additional water is necessary. Activity is available as a 1-hour group program. This recipe was obtained from Dry It You'll Like It by Gen. MacManiman (Seattle, WA: Montana Books, 1974).

More Recipe Ideas:

Crunchy Snack

Preheat oven to 375° F. Mix together the following ingredients in given proportions or to taste:

1 1/2 cups oats
1/2 cup wheat germ
1/2 cup nuts
1/4 cup sesame seeds
1/2 cup raisins
1/2 cup coconut

Mix together:
1/4 cup oil
1 tsp vanilla
1/4 cup honey

Pour over dry mixture. Stir and spread on oiled baking pan. Bake 20-30 minutes, stirring once. Cool; break up lumps. Store in airtight container.

The following four recipes were obtained from Foods For Healthy Kids by Dr. Lendon Smith (New York: McGraw-Hill, 1981).

Homemade Applesauce

3 apples
1 tsp honey or brown sugar

Wash apples and pare, if desired. Cut into chunks and grind with a small amount of water in a blender. Applesauce may also be cooked with spices such as cinnamon, ginger, or nutmeg added to taste.

Applets (no cooking)

2 tbsp plain gelatin
1/2 cup cold apple juice
2 cups unsweetened applesauce
1 1/2 cups chopped salt-free nuts

Dissolve gelatin in apple juice. Mix with other ingredients and put in an oiled pan to firm (about 2 hrs). Cut into 1" squares and sprinkle with chopped nuts. Yield: 3 dozen.

Baked Apple Surprise

Half an apple
1/2 cup grated cheddar cheese
1/4 cup walnuts
1/4 cup raisins

Slice apple thinly and place in casserole dish. Cover with cheese, walnuts, and raisins. Bake, covered, at 375° F for 12 minutes.

Sunny Oat Cookies

1/2 cup peanut butter
1/2 cup honey
1/4 tsp salt
1 1/2 cups old-fashioned oats
1/2 cup sunflower seeds, shelled

In medium bowl, stir together peanut butter, honey, and salt until well mixed. Stir in oats and sunflower seeds. Drop by rounded teaspoonfuls onto lightly greased cookie sheet. Bake in preheated 350° oven 8 to 10 minutes or until lightly browned. Cool 2 minutes. Put on wire rack to cool completely. Yield: 3 dozen.

Finger Jello

1 12-oz can frozen juice concentrate
(orange, apple, pear, grape)
3 envelopes unflavored gelatin
1 1/2 cups (1 juice can) water

Soften gelatin in juice. Boil water and add juice mixture gradually, stirring until gelatin is dissolved. Remove from heat and pour into lightly greased 9-by-13-inch pan. Chill. Cut into squares when firm. Refrigerate.

Craft Ideas:

"Say It In Seeds"

A mosaic made from seeds is an interesting experiment for young people in texture.

Some suggested seeds: sunflower, Indian corn, pumpkin, squash, popcorn, and other available seeds.

Possible finished pieces could be: pictures, boxes, or designs for desk or wall calendars.

"Nutty Critters"

Use nuts, acorns, buckeyes, and walnuts along with other materials such as pine cones, twigs, grasses, leaves, dried teasel, seeds, pods, and other varieties of nuts to construct imaginative or real animals and figures. Provide a variety of pins, glue, pipe cleaners, wire, fishing line, yarn or ribbon, and other items as available for variety. A few samples will help spark creativity. Example: pecan pig, teasel owl, pine cone turkey, walnut owl.

For turkey: use unevenly shaped pine cones to represent fanning of turkey's feathers.

For walnut owl: Saw black walnuts in two halves and use "eyes" for a face. (Nuts may also form bodies for many other "critters.")

For teasel owl: Use dried teasel as body, and place on a "y-shaped" branch and attach a wire for a hanger. (Dried milkweed pods make good "wings.")

"Stamp Out Fruits and Vegetables"

During garden season, utilize a variety of fruits and vegetables for printing designs on paper.

Suggested vegetables and fruits: oranges, apples, lemons, potatoes, carrots, turnips, onions, squash, cucumbers, peppers.

Cover table with newspaper. Solid textured vegetables can be carved into designs. Use tempera paints and easel brushes. It is best to cut vegetables and let dry first. Then paint and press firmly on paper. An interesting print can be achieved by vibrating it back and forth on the paper. Vegetable prints can be used on many kinds of paper items such as note paper, recipe cards, and invitations.

APPENDIX A

NOTES ON BAKING BREAD FROM: BREAD BOOK BY SUSAN WRIGHT AND IRENA CHALMERS (POTPOURRI PRESS, 1977)

Bread was first baked in the ground. The first flour was made by grinding grain between two flat stones. Water was added to make dough. Flat cakes were formed and placed into pits lined with clay. Cakes were moulded around an earthenware jar filled with hot ashes.

Sourdough was discovered when bread left unbaked turned sour. The bread had risen, and thus was started bread with leavening agents. Use of a starter spread throughout many cultures of mankind. Yeast was discovered from the dregs of drinking beer. The Egyptians perfected the art of baking yeast breads. They, in turn, told the Greeks, who told the Romans. Europe then practiced the art. Various societies put their own unique touch to baking bread. The Chinese and Italians, for instance, cut their dough to form noodles and spaghetti.

The origin of term "baker's dozen" provides an interesting discussion in connection with baking bread. The Romans valued their bakers and put them in a position of high esteem. Bakers prided themselves in their art. However, a poor batch of bread was a source of humiliation to a baker who could suffer public disgrace, or in some instances, being baked themselves in their own ovens! Therefore, an extra roll thrown in with a dozen, or the "baker's dozen," was a custom to ensure the baker's good intentions as well as insurance against being accused of cheating the customers.

The following ingredients are common in most bread recipes. The purpose for each ingredient is helpful in any discussion of bread baking:

Yeast (fungus) - inactive until combined with water when the reaction forms carbon dioxide causing a "rising" action

Sugar - increases activity of yeast

Milk - softens final texture

Eggs - lightens the bread

Salt - controls or retards action of yeast

Oil or Butter - provides richer flavor

APPENDIX B

MAKE GOOD FOOD A PART OF YOUR SYSTEM

1. Grow your own food in yards, gardens, and containers.
2. Buy locally grown produce when in season.
3. Use organic fertilizers and pesticides.
4. Select foods low in fat, sugar, and salt.
5. Eat more raw foods instead of over-processed, "fast" foods.
6. Buy less "packaged" food in aluminum and plastic and recycle what you can't reuse.
7. Buy food in larger amounts and make fewer trips to the grocery.
8. Preserve your own foods by canning, drying, and freezing.
9. Eat some meatless meals each week.
10. Save food scraps for the compost pile.
11. Tell your friends about the good food practices you've adopted.

APPENDIX C

RECIPE LIST

Homemade Peanut Butter (V)

Peanut Butter Apple Rings (V)

Crunchy Snack (VI)

Raisin Spread (VI)

Whole Wheat Bread (IV)

Sunflower Seed Muffins (IV)

Crackers (IV)

Applesauce (VI)

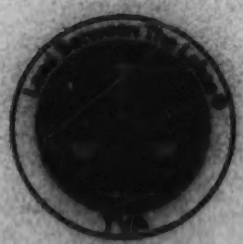
Applets (VI)

Baked Apple Surprise (VI)

Sunny Oat Cookies (VI)

Finger Jello (VI)

Apple Butter Leather (VI)



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